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AUTHOR	Lowery, Ann
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ABSTRACT

An instructor's manual and student activity guide on food service, catering are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to five periods), activity goals, eight instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., prepare a sandwich suitable for a wedding reception, set up a reception table). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a food service manager and a caterer helper conclude the document. (JH)

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ED169343

HOME ECONOMICS – FOOD SERVICE CATERING

Kit No. 54

INSTRUCTOR'S MANUAL

Prepared by

Ann Lowery
Berea High School
Greenville, South Carolina 29607

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

CE 020 528

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TITLE OF ACTIVITY

Kit No. 54, Home Economics – Food Service, Catering

DURATION

Main Activity: 1 – 2 periods
Follow-up Activity: 2 – 3 periods

GOALS

Students will be made aware of the many varied duties a caterer must perform. This awareness will relate specifically to a simulated wedding reception for which students will prepare food. They will also serve the food and clean up following the activity.

INSTRUCTIONAL OBJECTIVES

Given the necessary materials, equipment, and instructions, students will prepare a sandwich suitable for a wedding reception.

Given the necessary materials, equipment, and instructions, students, working in groups, will choose a shape for their sandwiches and cut and arrange these shapes neatly on a serving tray.

Given the necessary materials, equipment, and instructions, two students will prepare the punch for the reception.

Given the necessary materials, equipment, and instructions, two students will prepare cheese and crackers for the reception table.

Given the necessary materials, equipment, and instructions, two students will prepare the frosting for the cake.

Given the necessary materials, equipment, and instructions, two students will decorate the cake by using frosting prepared in the previous objective.

Given the necessary materials, equipment, and instructions, three students will assemble all the prepared items and set up the reception table.

Given directions by the instructor, the students will form a line and walk to the banquet table; they will pick up a sample of all of the items prepared by the class.

VOCATIONAL CLUSTERS

Health Occupations

ACTIVITY IMPLEMENTATION

A. Description

This activity simulates a situation in which a caterer supplies all the food, drink, materials and equipment for an informal wedding reception. Students will function as kitchen workers, food assemblers, caterers and guests.

B. Safety

Be sure all students wash their hands before preparing or serving any food. If the prepared food is not served immediately, it must be stored in a refrigerated area (school cafeteria or home economics laboratory).

C. Materials

1. Audio Visual Equipment:
   None

2. Technical Equipment:
   1 cake server
   1 bread board
   1 metal spatula
   2 6-8 inch (15.24-20.32 cm) kitchen knives
   4 round trays (cake plate)
   2 electric cookie guns
   1 plastic flower arrangement
   2 candle holders
   1 punch bowl and ladle
   2 plastic dishpans
   1 rubber spatula
   1 2 qt. (1.89 l) plastic mixing bowl
   1 eggbeater
   1 measuring cup [1 cup (236 ml)]
   1 tablecloth

3. Expendable Supplies:
   1 loaf of bread
   1 container of pimento cheese
   1 roll of waxed paper or plastic wrap
   2 long candles
   25 paper cups
   25 napkins

25 paper plates
1 box of crackers
1 jar of cheese whiz
25 plastic forks
1 pound cake
1 box of frosting mix
½ pound (226.8 g) of sugar
1 package of lime Kool-Aid
1 can of pineapple juice
1 qt. (.95 l) of ginger ale
1 block of ice (you could fill an empty milk carton with water and freeze)

D. Preparation Prior to Class

Secure all the expendable materials listed. Storage may be a problem, so consult with the dietitian at your school. It might be cheaper and more convenient to freeze a milk carton full of water to form the ice block for the punch bowl.

E. During Class Sessions

You will need to introduce your students to this activity. Emphasize that they, as caterers, function as a very important part of a wedding reception.

Working through small groups, the class will duplicate four of the standard services provided by a caterer at a traditional wedding.

Some functions the students will pursue are:

1. Prepare sandwiches and punch which may be served at a wedding reception.
2. Decorate a wedding cake and plan for serving that cake at a wedding reception.
3. Prepare a table decoration and complete table service for a wedding reception.
4. Serve at a wedding reception and complete all clean-up activities.

Some introductory questions which might be used to stimulate students' interest are:

1. Where are weddings held?
2. Where are wedding receptions held?
3. Who pays for the wedding reception?
4. Describe any interesting wedding you have attended.
5. What are some traditional wedding customs?
6. What kind of wedding do you dream about?
7. What kind of wedding reception do you want, if any?
8. What types of food would you serve at a reception?
9. Do you know a person who caters for receptions?

Review the student activity guide and divide your class according to the various duties described.

F. Follow-up Activities

1. VIEW Fact Sheet
2. Ask a Home Economist to speak to your class about the food service industry.
3. List from your newspaper jobs related to food service.

MASTERS FOR DUPLICATION

VIEW Fact Sheet

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

HOME ECONOMICS—FOOD SERVICE
CATERING

Kit No. 54

STUDENT

LEARNING ACTIVITY GUIDE

Prepared by

Ann Lowery
Berea High School
Greenville, South Carolina 29302

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

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INTRODUCTION

Working through small groups, the class will duplicate four of the standard services provided by a caterer at a traditional wedding.

1. Prepare sandwiches and punch which might be served at a wedding reception.
2. Decorate a wedding cake and plan for the serving of that cake at a wedding reception.
3. Prepare a table decoration and complete table service for a wedding reception.
4. Serve at a wedding reception and complete all necessary clean-up.

GOALS

Students will be made aware of the many varied duties a caterer must perform. This awareness will relate specifically to a simulated wedding reception for which students will prepare food. They will also serve the food and clean up following the activity.

DIRECTIONS

Follow all directions as neatly and accurately as possible. If you have any problems, please consult with your instructor (ask your teacher for help). All students will wash their hands prior to beginning this activity.

MATERIALS

1 bread board
1 metal spatula
2 6-8 inch (15.24-20.32 cm) kitchen knives
4 round trays (cake plate)
2 electric cookie guns
1 plastic flower arrangement
2 candle holders
1 punch bowl and ladle
2 plastic dishpans
1 rubber spatula
1 2 qt. (1.89 l) plastic mixing bowl
1 tablecloth
1 cake server
1 eggbeater
1 measuring cup [1 cup (236 ml)]

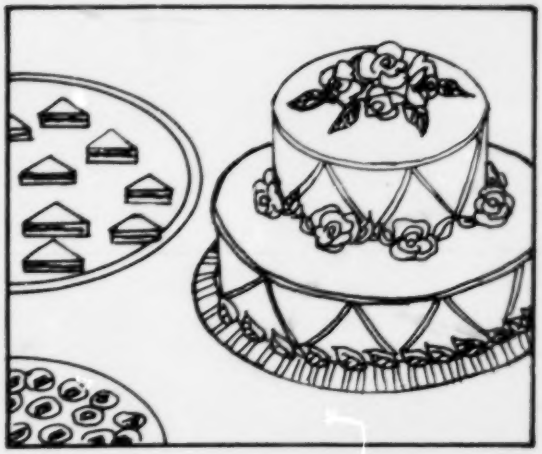
Expendable Materials

1 loaf of bread
1 container of pimento cheese
1 roll of waxed paper or plastic wrap
2 long candles
25 paper cups
25 napkins
25 paper plates
1 box of crackers
1 jar of cheese whiz
25 plastic forks
1 pound cake
1 box of frosting mix
½ pound of sugar (226.8 g)
1 package of lime Kool-Aid
1 can of pineapple juice
1 qt.(.95 l) of ginger ale
1 block of ice

PROGRAMMED TEXT

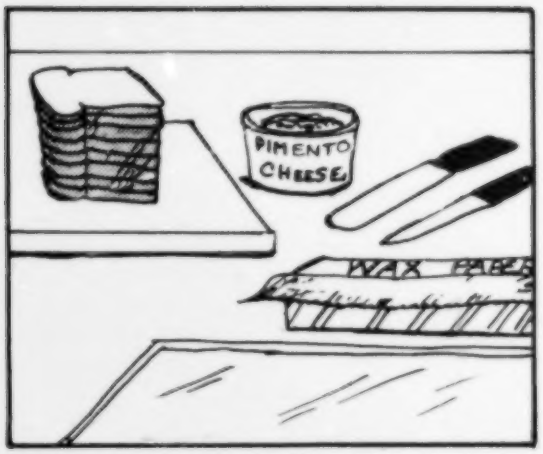
Instructional Objective 1

Given the necessary materials, equipment, and instructions, students will prepare a sandwich suitable for a wedding reception.



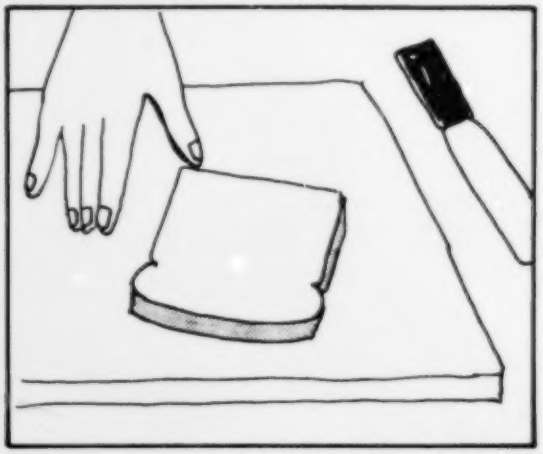
STEP 1 – Small sandwiches are served at a wedding reception to offset the sweetness of the wedding cake.

STEP 2 – You are to work as a member of a team – about 4 students per team – to make sandwiches.

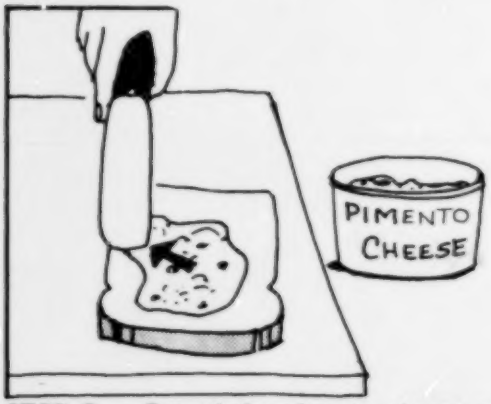


STEP 3 – You will need the following items:

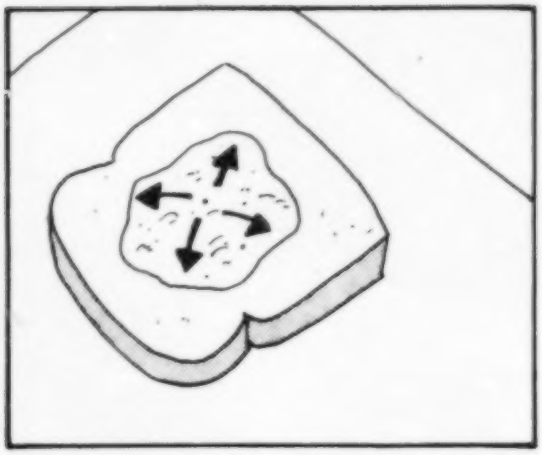
8 slices of bread
pimento cheese spread
bread board
metal spatula
knife
waxed paper, or plastic wrap
serving tray (cookie sheet)



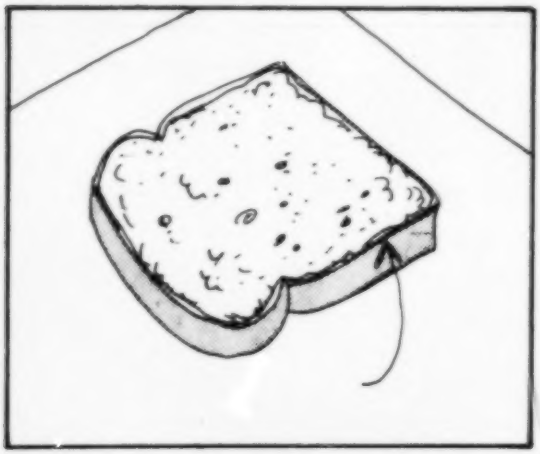
STEP 4 – Place a slice of bread on the bread board.



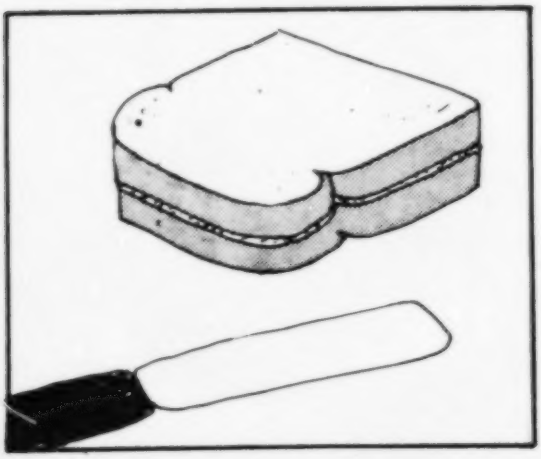
STEP 5 – Spread the pimento cheese on a slice of bread. Use the metal spatula for spreading.



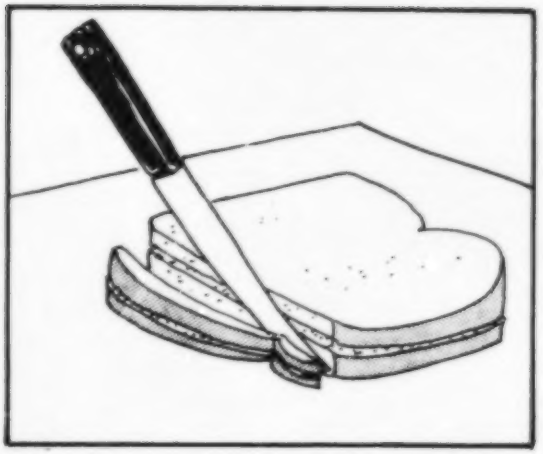
STEP 6 – Spread the filling evenly from the center of the slice of bread toward the crust of each slice.



STEP 7 – Keep the edges neat. Do not allow the filling to spill over the edge of the bread.



STEP 8 – Place another slice of bread on top of the filling.



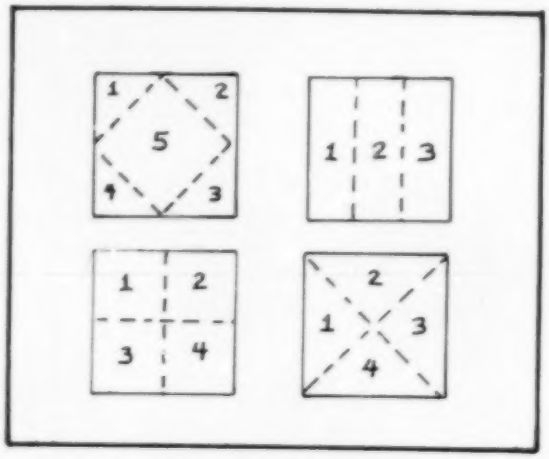
STEP 9 – Use the knife to trim away the crust.

Check Point

1. Did your team members work together as a cooperative group?
2. Did you prepare attractive sandwiches which would be suitable for a wedding reception?

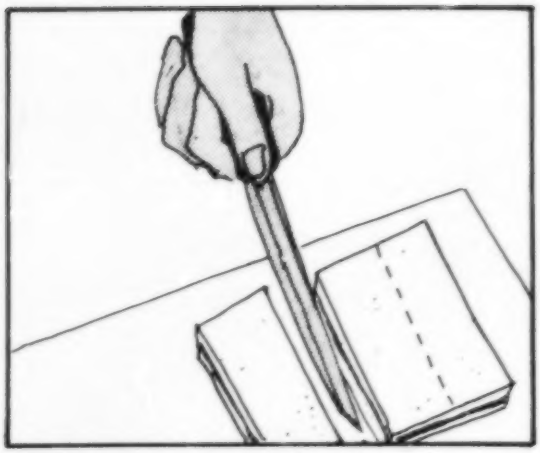
Instructional Objective 11

Given the necessary materials, equipment, and instructions, students, working in groups, will choose a shape to cut their sandwiches and arrange these shapes neatly on a serving tray.

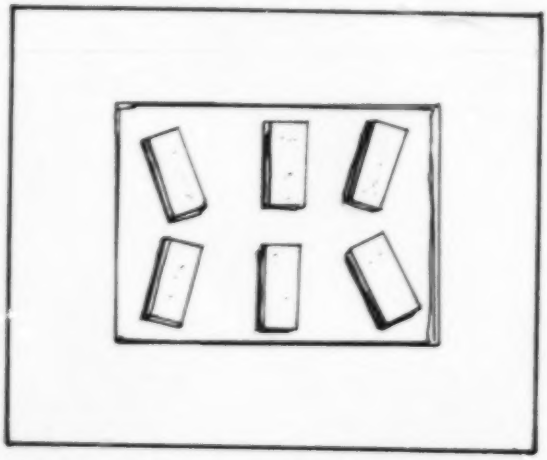


STEP 1 – Study the chart of various shapes and designs for sandwiches.

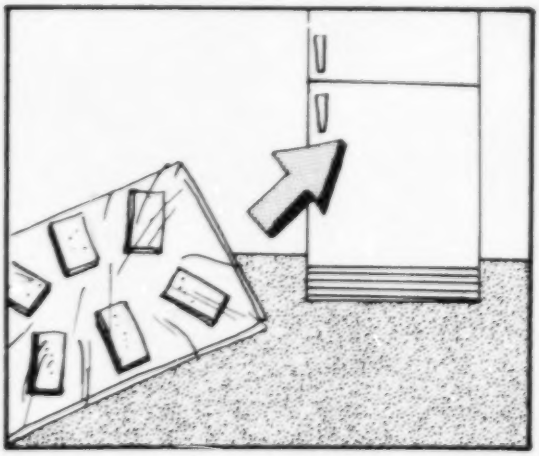
STEP 2 – Choose a shape for your sandwich.



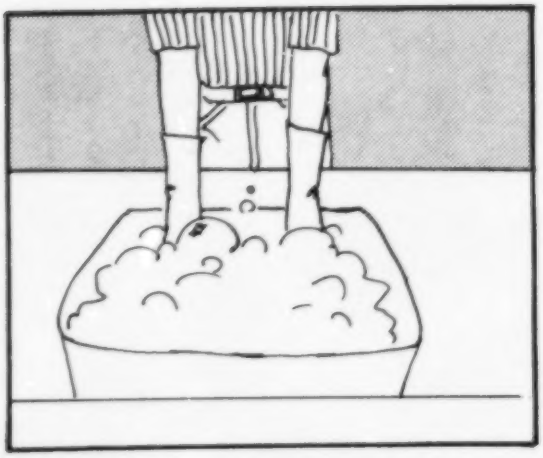
STEP 3 – Using the knife, cut your sandwich on the bread board.



STEP 4 – Arrange your sandwiches on a tray. Make your display as interesting as possible.



STEP 5 – Cover your tray with plastic wrap to provide an airtight seal. Store the tray in a refrigerator.



STEP 6 – Clean and store all equipment used in this exercise.

Check Point

1. Were your sandwiches cut into neat, attractive shapes?
2. Was the tray of cut sandwiches interesting and appetizing?

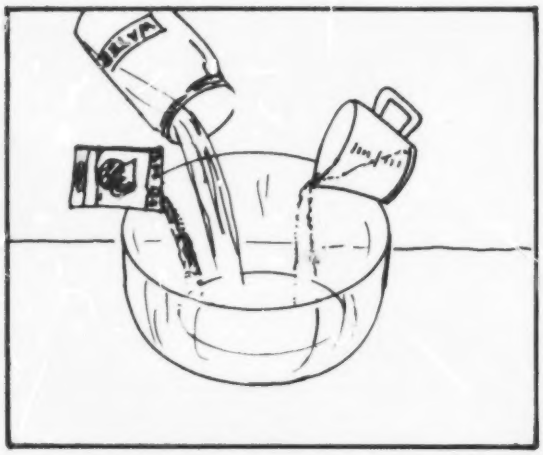
Instructional Objective III

Given the necessary materials, equipment, and instructions, two students will prepare the punch for the reception.

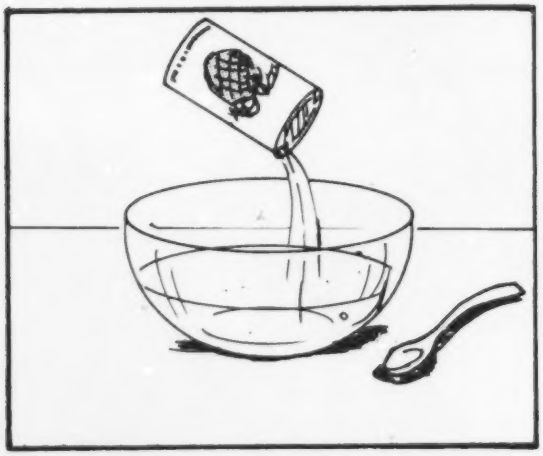
STEP 1 – Obtain a punch bowl and locate a convenient area to prepare the punch.

STEP 2 – Obtain the following ingredients for the punch.

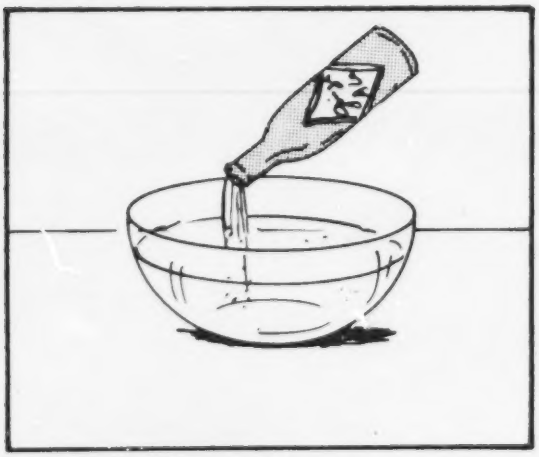
2 packages of lime Kool-Aid
2 cups (236 ml) of sugar
8 cups (1.89 l) of water
1 can of pineapple juice
1 qt. (.95 l) of ginger ale
1 bag of ice



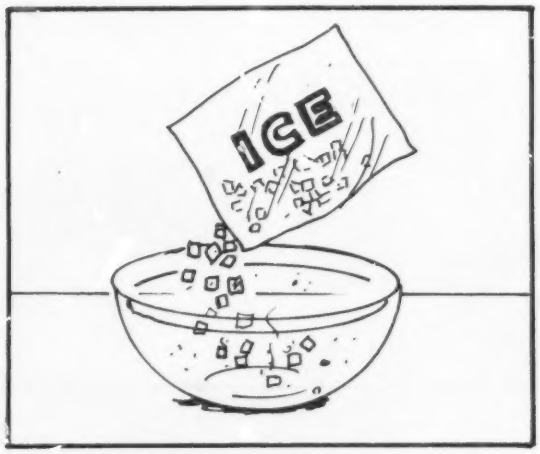
STEP 3 – Mix 2 packages of lime Kool-Aid, 2 cups of sugar and 8 cups water in the punch bowl. Stir mixture until the sugar is dissolved.



STEP 4 – Stir the pineapple juice and pour it into bowl.



STEP 5 – Add one quart (.95 l) of ginger ale.



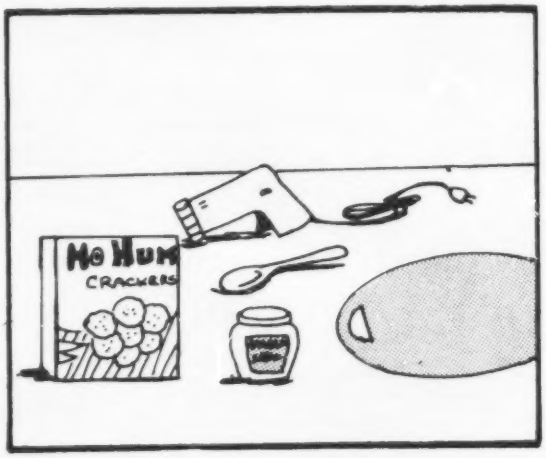
STEP 6 – Place about 20 to 30 cubes of ice in bowl.

Check Point

1. Have you added all the ingredients?
2. Taste the punch before serving it to the class.

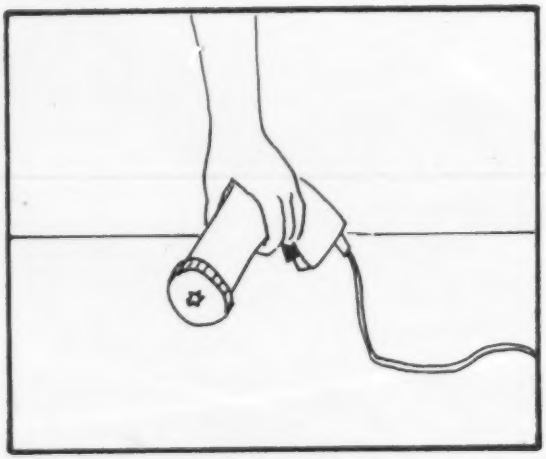
Instructional Objective IV

Given the necessary materials, equipment, and instructions, two students will prepare cheese and crackers for the reception table.

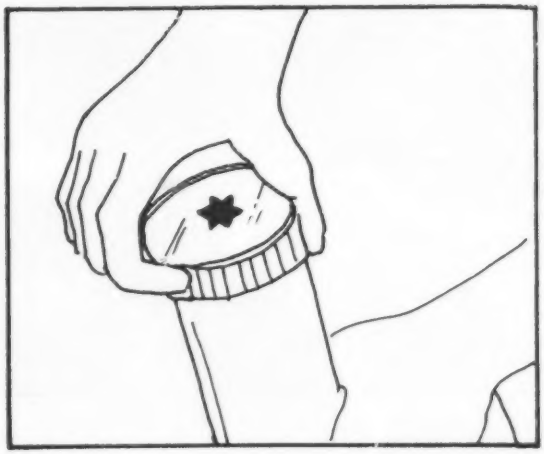


STEP 1 – Obtain the following items from your instructor:

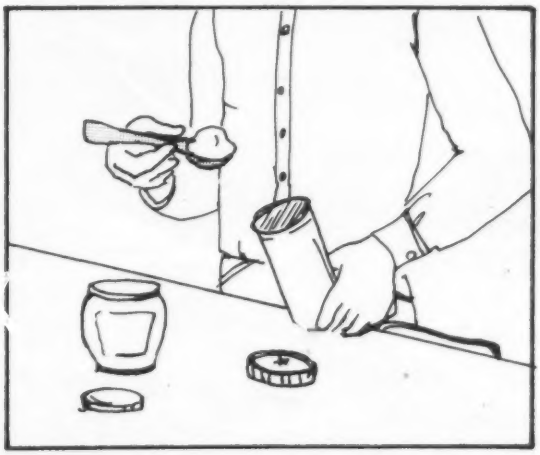
1 electric cookie gun
1 box of crackers
1 jar of cheese whiz
1 serving tray
1 spoon



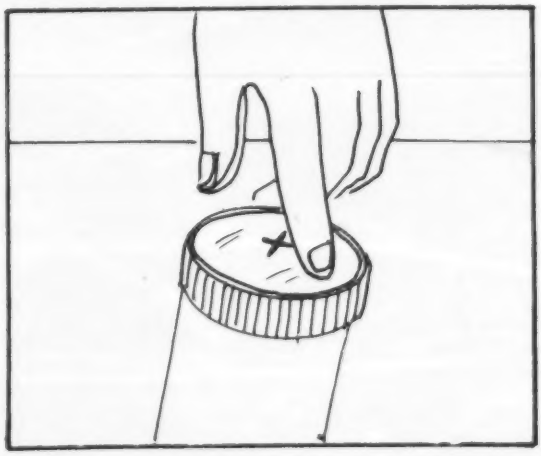
STEP 2 – Pick up the electric cookie gun.



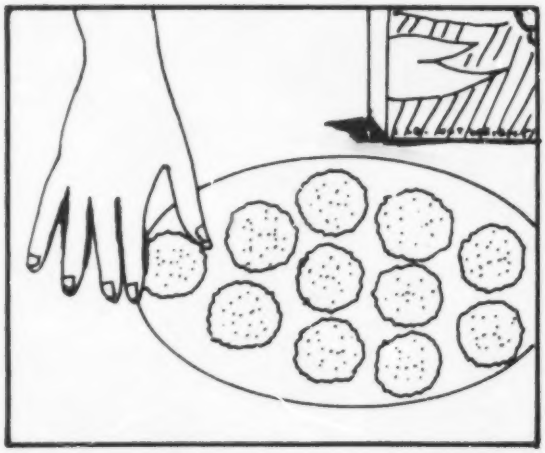
STEP 3 – Unscrew the front of the cookie shooter.



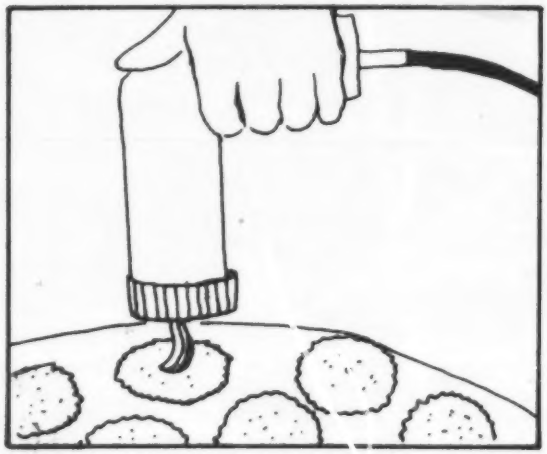
STEP 4 – Load the plunger unit with cheese by spooning an ample amount (10-20 spoonfuls) into the cylinder.



STEP 5 – Replace the front of the cookie gun; be sure the star or cross pattern is on the front of the cookie gun.

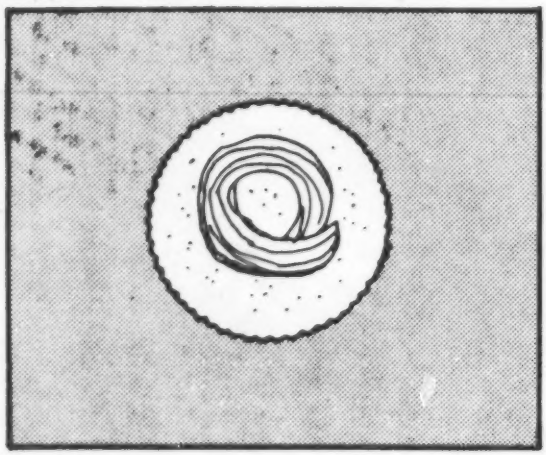


STEP 6 – Fill a tray with one layer of crackers.

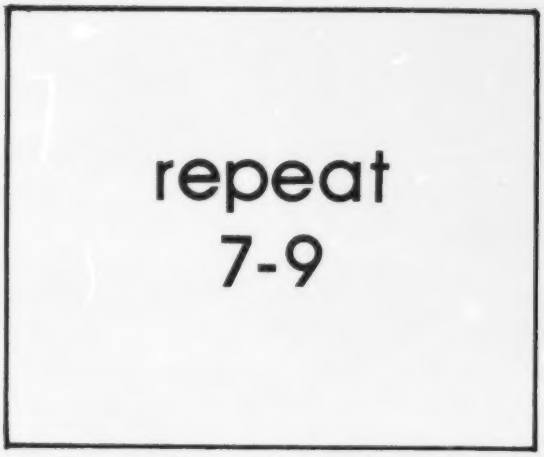


STEP 7 – Hold the cookie gun vertically above a cracker.

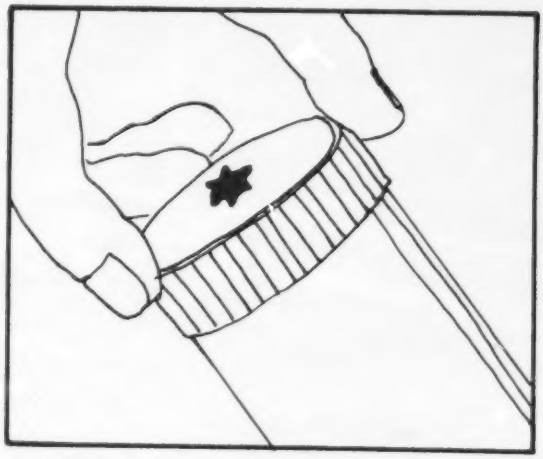
STEP 8 – Press the trigger to eject a small amount of cheese.



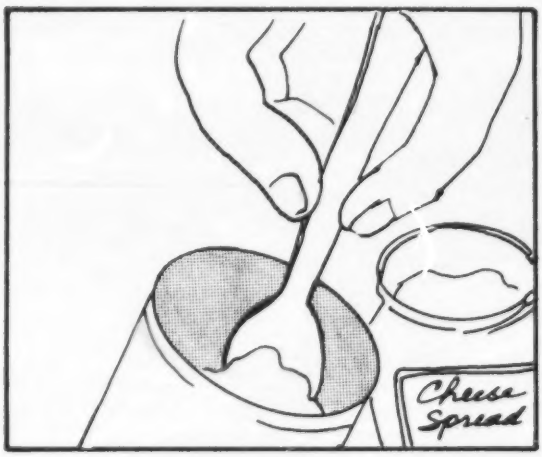
STEP 9 – Release the trigger when the cracker has a small pattern of cheese on it.



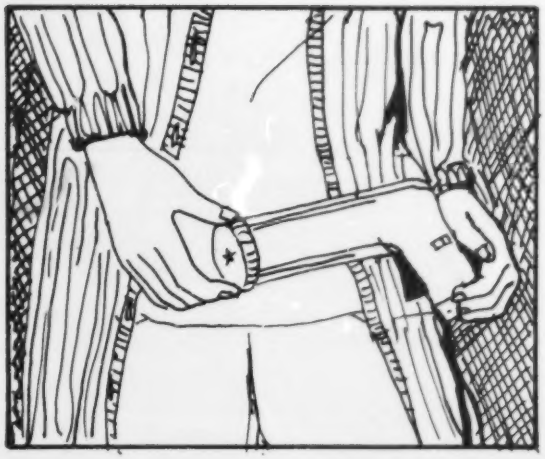
STEP 10 – Repeat steps 7-9 until all the crackers have been decorated with cheese.



STEP 11 – Unscrew the top of the gun.



STEP 12 – Using a spoon, scrape and replace any excess cheese back into its original container.



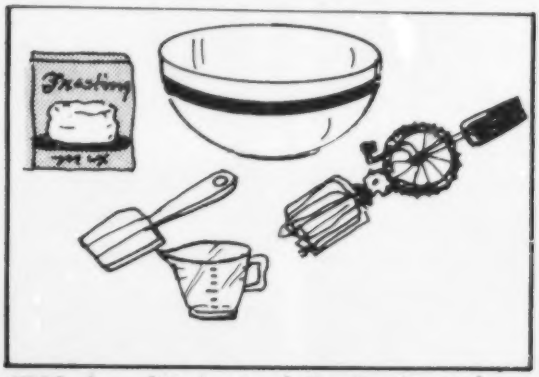
STEP 13 – Using the dishpan, wash the cylinder, plunger, and front of the cookie gun.

Check Point

Are all the crackers spread with cheese?
Did you clean the cookie gun carefully?

Instructional Objective V

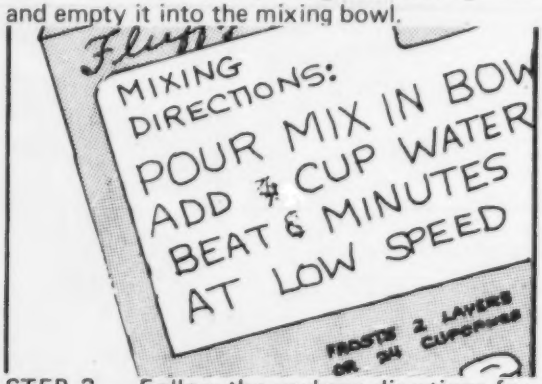
Given the necessary materials, equipment, and instructions, two students will prepare the frosting for the cake.



STEP 1 – Obtain the following items from the instructor:

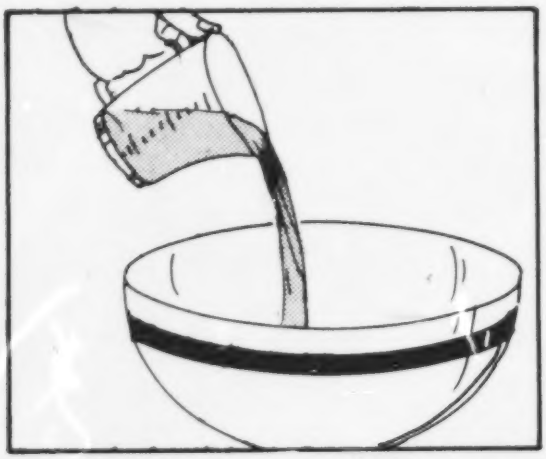
1 mixing bowl
1 eggbeater
1 package of frosting mix
1 rubber spatula
1 measuring cup

STEP 2 – Open the package of frosting mix and empty it into the mixing bowl.

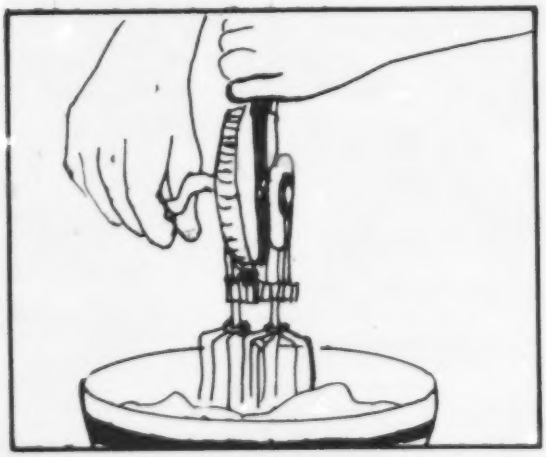


STEP 3 – Follow the package directions for mixing. Determine how much water is needed.

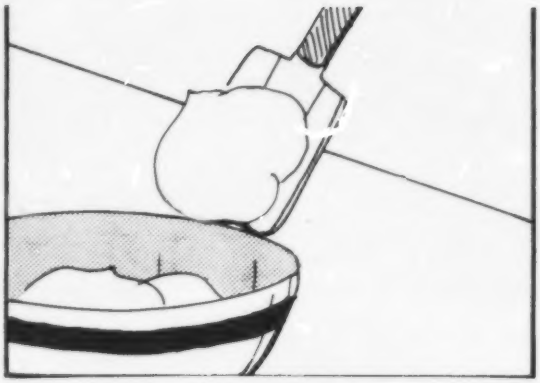
STEP 4 – Fill the glass measuring cup with the exact amount of liquid required.



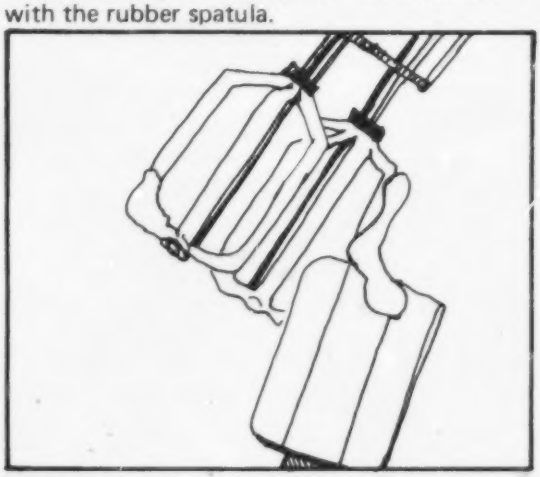
STEP 5 – Pour the water into the mixing bowl.



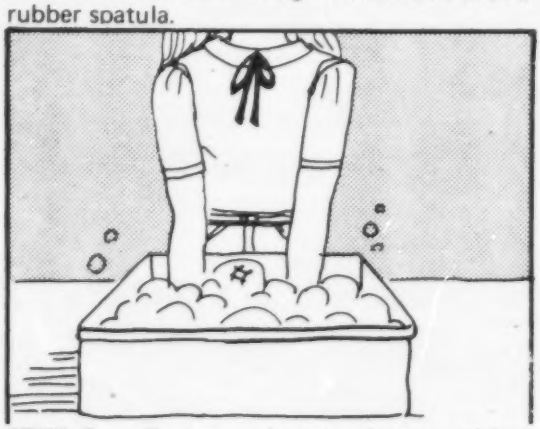
STEP 6 – Use the eggbeater to mix frosting.



STEP 7 – The icing should be stiff, yet smooth. Scrape the sides of the bowl often with the rubber spatula.



STEP 8 – When your icing has the desired consistency and even color, remove the beaters; clean excess icing from beaters with a rubber spatula.



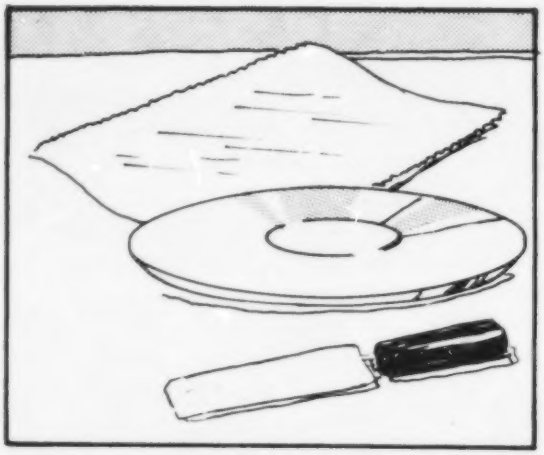
STEP 9 – Gather and wash all dirty dishes following instructions given by your teacher.

Check Point

1. Is your frosting smooth and of the proper consistency for spreading?
2. Did you clean up all utensils and return them to their proper storage areas?

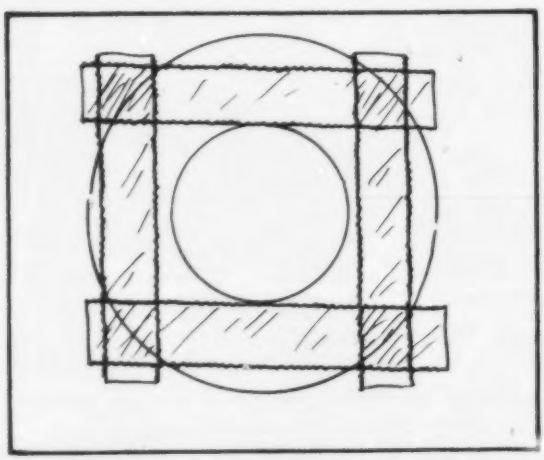
Instructional Objective VI

Given the necessary materials, equipment, and instructions, two students will decorate the cake by using the frosting prepared in the previous objective.

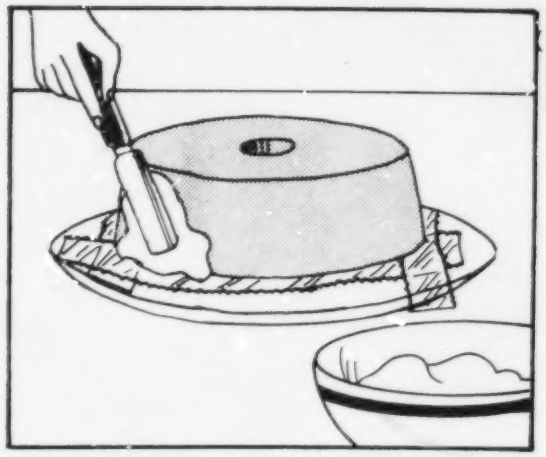


STEP 1 – Obtain the following items from your instructor:

1 cake plate (round tray)
1 metal spatula
1 12 inch (30.48 cm) length of waxed paper

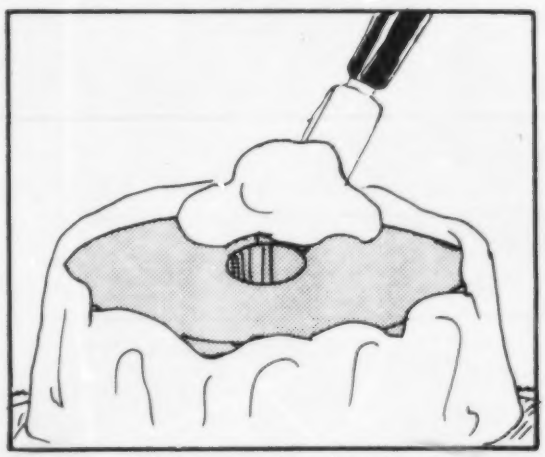


STEP 2 – Tear off four 3-inch (7.62 cm) strips of waxed paper and place these under the cake edges to keep the cake plate clean.



STEP 3 – Use a spatula to ice the sides of the cake first; work from the bottom to the top.

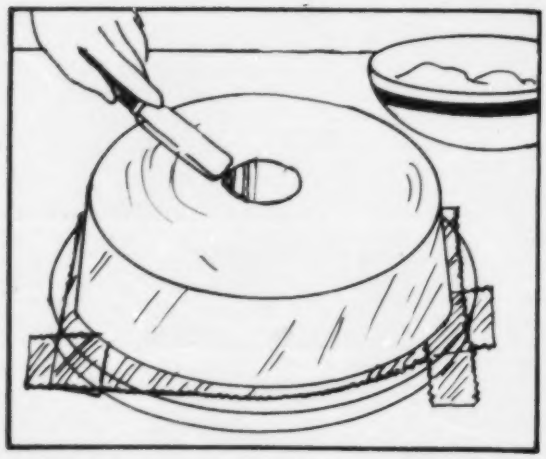
STEP 4 – Use long, even strokes. Build up icing around top edge of cake.



STEP 5 – With a spatula, pile icing on top of the cake and spread to meet the built-up edges.

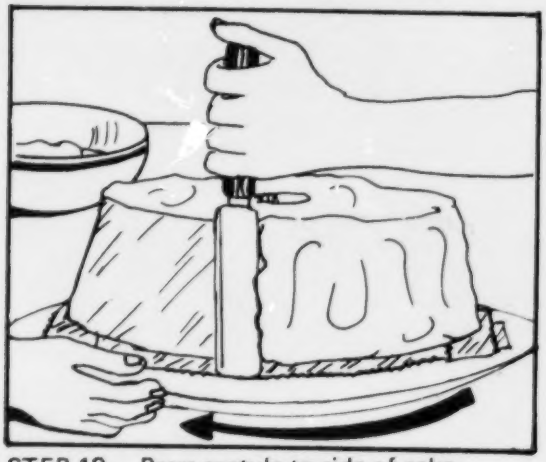
STEP 6 – Dip the spatula into hot water.

STEP 7 – Place spatula flat on top of cake halfway across the cake as shown.



STEP 8 – Press lightly, holding spatula still while turning cake plate in a complete circle.

STEP 9 – Dip the spatula into hot water.



STEP 10 – Press spatula to side of cake.
STEP 11 – Turn cake around until sides are smooth.

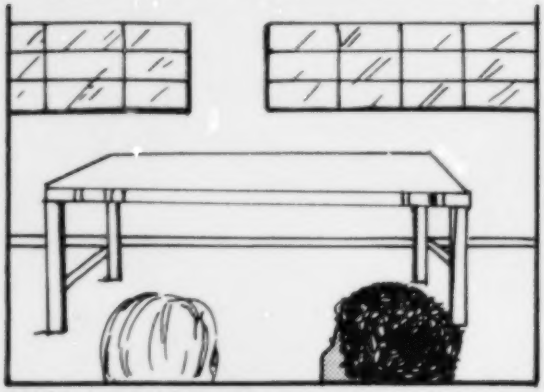
STEP 12 – Remove the waxed paper strips; the cake is now ready to be cut and served.

Check Point

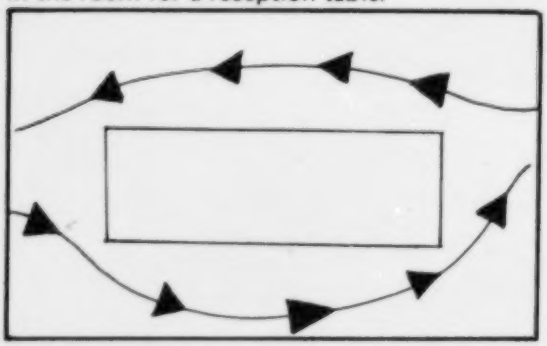
Have your instructor inspect the finished frosted cake for neatness and attractiveness.

Instructional Objective VII

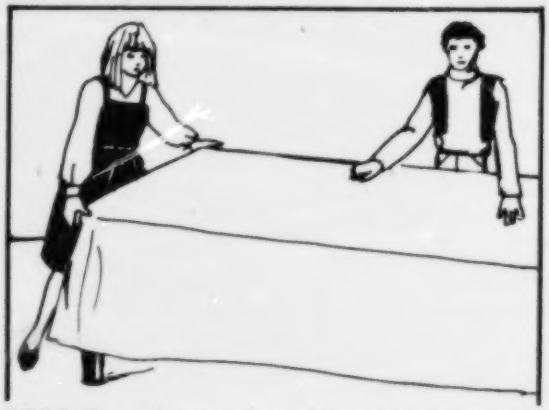
Given the necessary materials, equipment, and instructions, three students will assemble all the prepared items and set up the reception table.



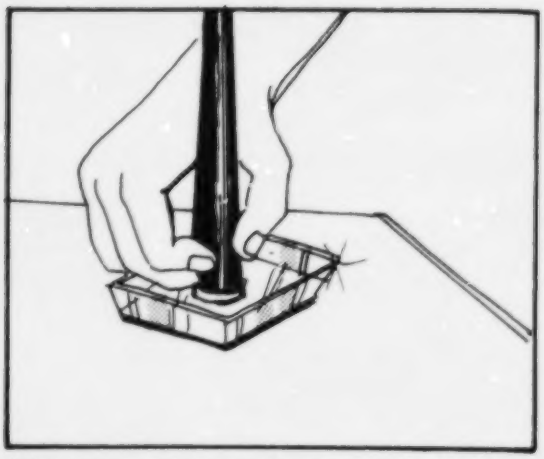
STEP 1 – Select a table and choose a location in the room for a reception table.



STEP 2 – The table should be located in a central area so that persons can enter and exit without causing a human traffic problem.



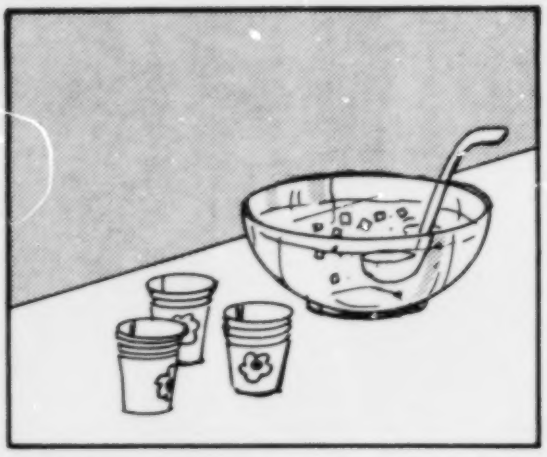
STEP 3 – Cover the table with the cloth provided by the instructor. Be sure the cover hangs evenly.



STEP 4 – Put candles in candle holders. Select appropriate table accessories.

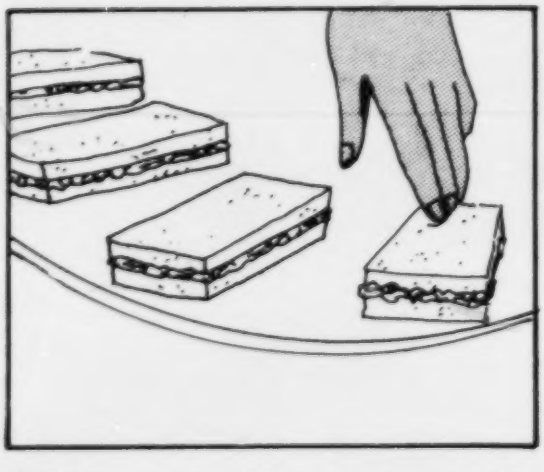
STEP 5 – Place candles and flowers in an attractive position on the table.

STEP 6 – Obtain the punch bowl. Place the bowl on the table in an appropriate place.

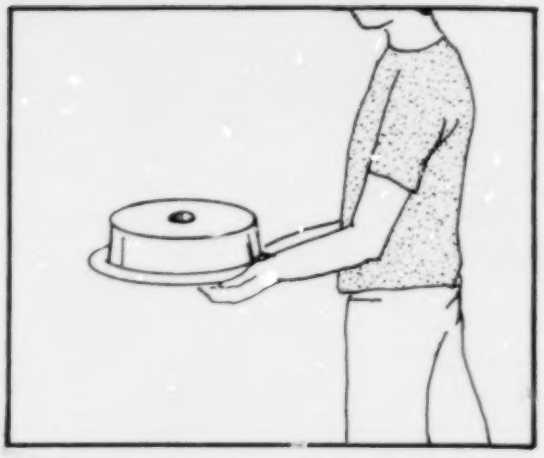


STEP 7 – Place cups around the base of the bowl.

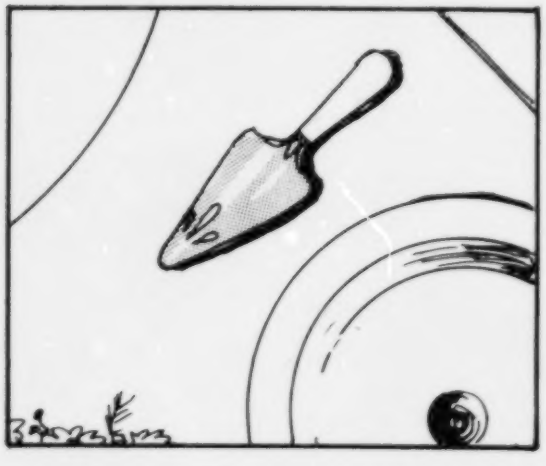
STEP 8 – Obtain trays of sandwiches. Unwrap and adjust any sandwiches which might be out of place.



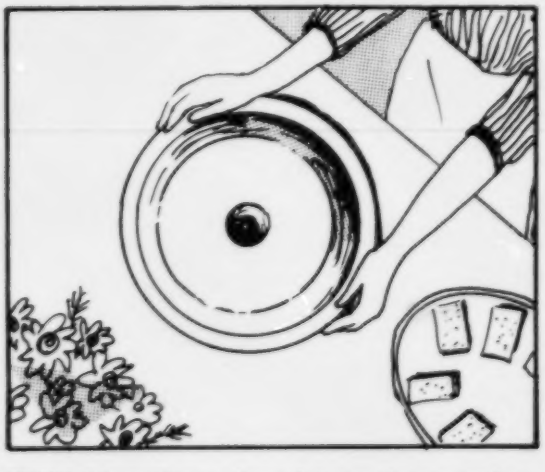
STEP 9 – Place sandwich trays on table beside punch bowl.



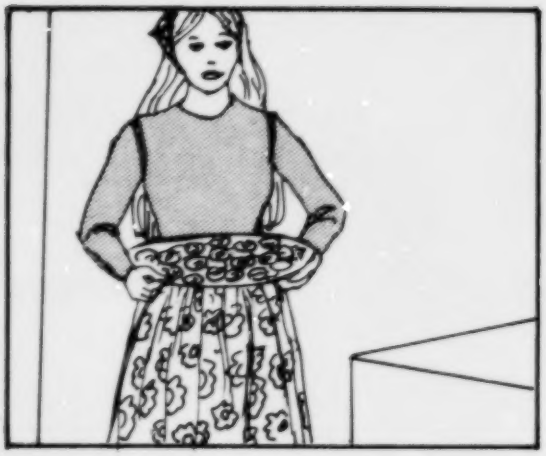
STEP 10 – Obtain the cake prepared for the reception.



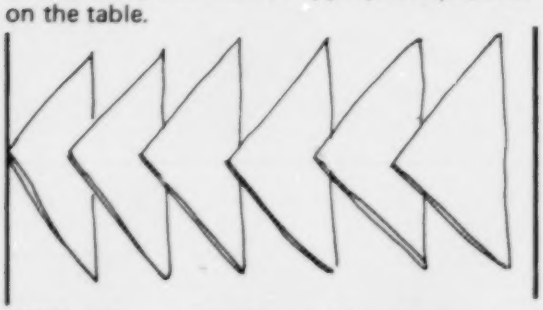
STEP 12 – Obtain cake server and place it on the table beside the wedding cake.



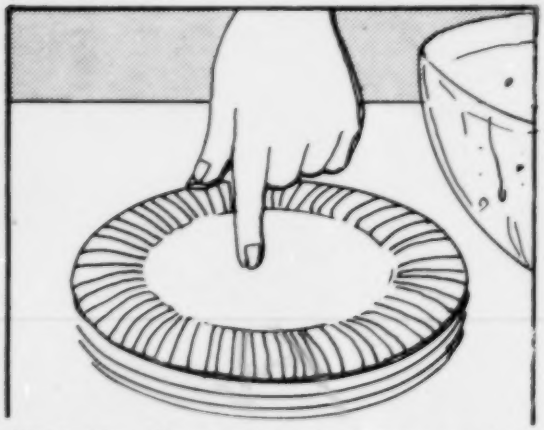
STEP 11 – Place the cake on the reception table.



STEP 13 – Obtain the tray of crackers with cheese and place it in an appropriate position on the table.



STEP 14 – Obtain napkins from your teacher. Spread the napkins as directed by your instructor.



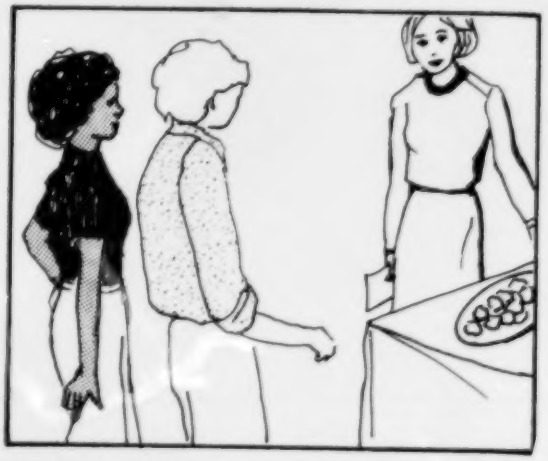
STEP 15 – Obtain plates from your teacher. Place the plates on the reception table as directed by your instructor.

Check Point

Are all the materials neatly and attractively placed on the table?

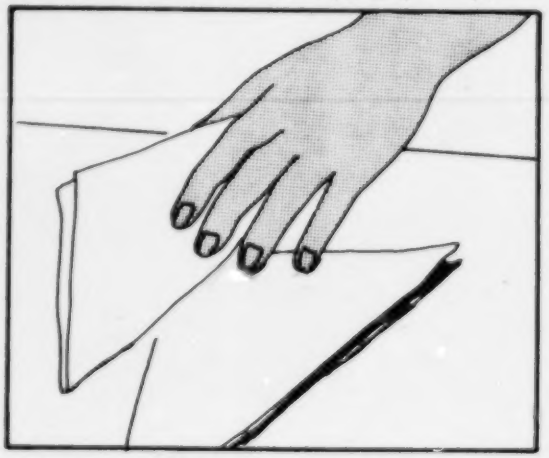
Instructional Objective VIII

Given directions by the instructor, students will form a line and walk to the banquet table; they will pick up a sample of all the items prepared by the class.

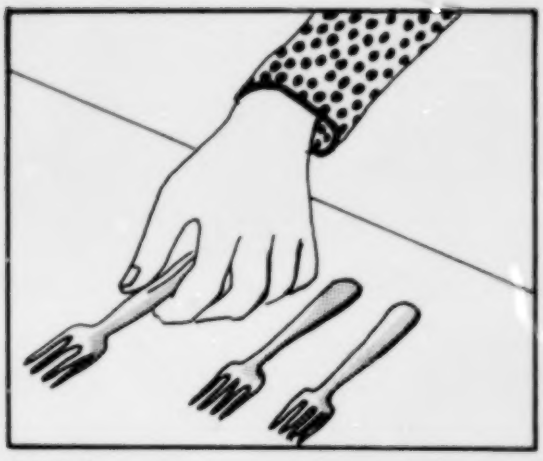


STEP 1 – Your instructor will ask you to form a single line starting at one end of the table.

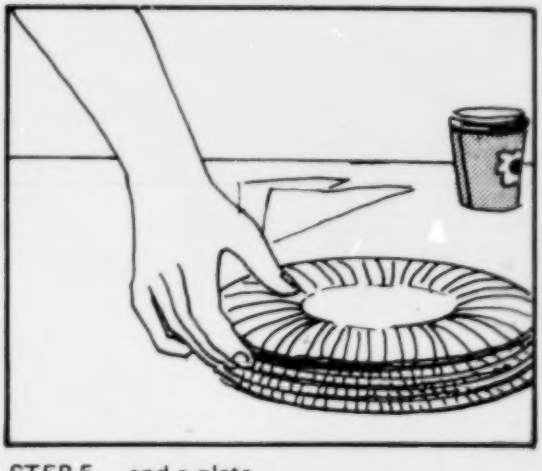
STEP 2 – Each student will pick up a cup,



STEP 3 – a napkin,



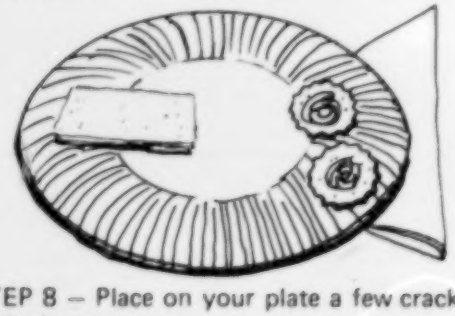
STEP 4 – a fork,



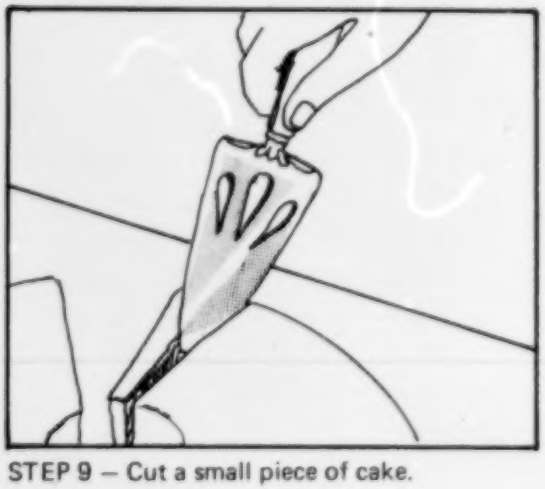
STEP 5 – and a plate.

STEP 6 – Using the ladle in the punch bowl, pour some punch in your cup.

STEP 7 – Pick up one pimento cheese sandwich.



STEP 8 – Place on your plate a few crackers with cheese.



STEP 9 – Cut a small piece of cake.

Check Point

Students will eat the prepared food.

Students will clean all equipment and return it to the proper storage area.

OCCUPATIONAL DESCRIPTIONS

187.167-106 MANAGER, FOOD SERVICE (hotel & rest.; per. ser.) Coordinates food service activities of hotel, restaurant, or other similar establishment or at social functions: Estimates food and beverage costs and requisitions or purchases supplies. Confers with food preparation and other personnel to plan menus and related activities, such as dining room, bar, and banquet operations. Directs hiring and assignment of personnel. Investigates and resolves food quality and service complaints. May be designated according to type of establishment or specialty as CATERER (per. ser.); MANAGER, BANQUET (hotel & rest.); MANAGER, CAFETERIA OR LUNCHROOM (hotel & rest.); MANAGER, CATERING (hotel & rest.); MANAGER, FOOD AND BEVERAGE (hotel & rest.); MANAGER, RESTAURANT OR COFFEE SHOP (hotel & rest.).

319.677-010 CATERER HELPER (per. ser.) Prepares and serves food and refreshments at social affairs, under supervision of CATERER (per. ser.): Arranges tables and decorations. Prepares hors d'oeuvres, fancy and plain sandwiches, and salads. Serves foods and beverages to guests. Washes and packs dishes and utensils for removal to catering establishment.